

Equality Impact Assessment [version 2.12]



Title: Future of St Barnabas C of E Primary School	
<input type="checkbox"/> Policy <input type="checkbox"/> Strategy <input type="checkbox"/> Function <input type="checkbox"/> Service <input checked="" type="checkbox"/> Other [please state]	<input checked="" type="checkbox"/> New <input type="checkbox"/> Already exists / review <input type="checkbox"/> Changing
Directorate: People	Lead Officer name: People, Education & Skills
Service Area: Education & Skills	Lead Officer role: Place Planning Manager

Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

The proposal is to close St Barnabas C of E Primary School at the end of the 2022/23 academic year.

Following a period of rapid growth, the citywide demand for places in the Reception year group peaked in 2016. Current population trends suggest that this will continue. Demand for Reception places citywide is forecast to fall to around 4,700 by 2023/24, compared to the peak of 5,600 in 2016/17. There are currently over 5,500 Reception places in schools across the city.

The DfE requires school places to be managed in 'Planning Areas'. For primary school places these areas consist of schools within 2 – 4 geographically grouped city wards. St Barnabas is included in the Ashley and Lawrence Hill area. There are 536 Reception places in the area (506 if St Barnabas closes) and there are projected to be 385 children requiring a place. Some schools have already reduced their intake to assist with managing the reduction in demand. This is not an option for St Barnabas as it is already a single form entry school.

1.2 Who will the proposal have the potential to affect?

<input type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input checked="" type="checkbox"/> The wider community
<input type="checkbox"/> Commissioned services	<input type="checkbox"/> City partners / Stakeholder organisations	
Additional comments:		

1.3 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	[please select]
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Step 2: What information do we have?

2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: [How we measure equality and diversity \(bristol.gov.uk\)](http://bristol.gov.uk)

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce / management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment](#)

Data / Evidence Source [Include a reference where known]	Summary of what this tells us																																												
School pupil records	<p>The Number on roll has reduced over recent years and the school is currently operating well below capacity of 210 (30 places in 7 year groups). There are currently 57 pupil on roll (January 2023).</p> <table border="1" data-bbox="810 383 1251 1003"> <thead> <tr> <th colspan="2">Number on Roll (January Census)</th> </tr> </thead> <tbody> <tr><td>2015</td><td>217</td></tr> <tr><td>2016</td><td>200</td></tr> <tr><td>2017</td><td>180</td></tr> <tr><td>2018</td><td>149</td></tr> <tr><td>2019</td><td>102</td></tr> <tr><td>2020</td><td>84</td></tr> <tr><td>2021</td><td>64</td></tr> <tr><td>2022</td><td>69</td></tr> </tbody> </table> <p>The vast majority of pupils live in the Ashley ward where the school is located and reflecting this, the school is ethnically diverse with pupils from a wide range of backgrounds, with a high proportion of pupils from the Somali community.</p> <table border="1" data-bbox="810 1211 1375 2101"> <thead> <tr> <th>Pupil Ethnicity (October 2022 Census)</th> <th></th> </tr> </thead> <tbody> <tr><td>Any other Asian background (AOTH)</td><td>4</td></tr> <tr><td>Pakistani (APKN)</td><td>4</td></tr> <tr><td>Other Black African (BAOF)</td><td>2</td></tr> <tr><td>Black Caribbean (BCRB)</td><td>4</td></tr> <tr><td>Any other black background (BOTH)</td><td>3</td></tr> <tr><td>Black - Somali (BSOM)</td><td>22</td></tr> <tr><td>Any other mixed background (MOTH)</td><td>4</td></tr> <tr><td>White and Black Caribbean (MWBC)</td><td>4</td></tr> <tr><td>Any other ethnic group (OOTH)</td><td>1</td></tr> <tr><td>White - British (WBRI)</td><td>8</td></tr> <tr><td>White other (WOTW)</td><td>1</td></tr> <tr><td>Total</td><td>57</td></tr> </tbody> </table>	Number on Roll (January Census)		2015	217	2016	200	2017	180	2018	149	2019	102	2020	84	2021	64	2022	69	Pupil Ethnicity (October 2022 Census)		Any other Asian background (AOTH)	4	Pakistani (APKN)	4	Other Black African (BAOF)	2	Black Caribbean (BCRB)	4	Any other black background (BOTH)	3	Black - Somali (BSOM)	22	Any other mixed background (MOTH)	4	White and Black Caribbean (MWBC)	4	Any other ethnic group (OOTH)	1	White - British (WBRI)	8	White other (WOTW)	1	Total	57
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	<p>Pupils are recorded as having 9 different first languages, with the highest proportions being English and Somali.</p> <p>5 pupils have an Education and Health Care Plan to support their special educational needs. A further 9 pupils are identified as requiring additional support for SEN but do not have an EHCP.</p> <p>Over 60% of pupils are eligible for Free School Meals.</p> <p>Almost all pupils live locally and currently walk to school.</p>
National school census and published DfE statistics	This website summarises schools, pupils and their characteristics, including age, gender, free school meals eligibility, ethnicity, and English as an additional language in England.
Ward profiles (Ashley) file (bristol.gov.uk)	This website shows how many children and young people who have Special Education Needs live in each ward across Bristol. Hartcliffe and Withywood have the highest percentage of children and young people with SEND, and Clifton has the lowest. It is possible to analyse the disproportionate percentage of SEND across the different communities in Bristol. The average percentage of children and young people with SEND in Bristol is 16%, with 15 wards exceeding this average. The percentage of children from relative low-income households in Ashley is slightly above the average for Bristol. The percentage of children known to social care in Ashley is slightly below the average for Bristol, whilst attainment is above average.
Bristol Key Facts 2021	Bristol has 41 areas in the most deprived 10% in England, including 3 in the most deprived 1%. The greatest levels of deprivation are in Hartcliffe & Withywood, Filwood and Lawrence Hill.
Additional comments:	

2.2 Do you currently monitor relevant activity by the following protected characteristics?

<input type="checkbox"/> Age	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Gender Reassignment
<input type="checkbox"/> Marriage and Civil Partnership	<input type="checkbox"/> Pregnancy/Maternity	<input type="checkbox"/> Race
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual Orientation

Every school in England has a statutory duty to complete the school census each term. The characteristics which are to be reported on include gender, ethnicity, free school meal eligibility and pupil SEN provision.

2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

As we are unable to pre-judge the outcome of the proposal, parents will only be asked for their preferences of alternative schools if the closure is agreed by Cabinet. Until parents make applications and places are offered in other schools it is not known precisely how the characteristics of St Barnabas compare to the alternative schools.

Although all schools vary the other local schools also generally reflect the diversity of St Barnabas. St Barnabas does have a higher level of pupils with special educational needs than other primary schools.

2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing a change process or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

Consultation has taken place with parents and staff. A public notice was posted at the school and in the press in line with statutory guidance from the DfE. St Barnabas is a C of E voluntary controlled school. Both the C of E and Catholic dioceses are statutory consultees. Responses to the proposal are summarised in appendix B of the Cabinet Report.

2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

St. Barnabas will be leading engagement with parents, carers and the community, with support from officers as necessary. If the proposal is approved, Officers will ask parents to name their preferred schools for their children to transfer to. This will be offered where possible. If it is not possible to offer a preference school, parents will be supported in finding a suitable alternative.

Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#)

3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)

Whilst there is no evidence at this stage to indicate the proposal will have a significantly negative impact on children and families in terms of reduced education, quality of life, or health and wellbeing - because of their higher levels of representation in the school there will inevitably be a disproportionate impact on minoritised ethnic (particularly Black – Somali) learners, those with special educational needs, and learners from low-income families. Because there are a number of nearby primary schools we do not anticipate there will be a significant increase in travel distance to school for pupils.

The low number of pupils attending St Barnabas means that the school is under great financial pressure. Previously reserves have been used to support a larger number of staff than the school can afford in future. The school building must also be maintained and flexibility to make savings has been exhausted. The low income caused by the lack of pupils attending the schools has resulted in these proposals. The proposals seek to provide a more secure future for primary education in this part of the city.

It is recognised that some parents have chosen St Barnabas because of the small size of the school and the relatively small class sizes. This small number on roll however means lower funding and the school governors approached the LA to review the future of the school as staffing levels operating were not sustainable within the funding available. All reserves have been used and staffing would need to be reduced again. This would increase class sizes, mean a wider age range in each class and increase pressure on remaining staff who would need to have increased responsibilities with the smaller staff structure.

We recognise some parents and carers of children experience additional inequality because of barriers to accessing and understanding information about changes, and the help and resources available to them. As well as issues with digital exclusion, this can be because of language barriers (including for British Sign Language users), because of their own learning difficulties and/or neurodivergence, because of poorly developed information infrastructure, or simply because information is not available or well communicated. We will ensure that our communication about the proposal and how it will impact pupils is available in inclusive and accessible formats, making sure that communication is clear, concise and unambiguous; and setting out timescales to give sufficient advance notice etc.

PROTECTED CHARACTERISTICS

Age: Young People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	The closure of a school and move to an alternative school can potentially cause anxiety for the children. Pupils will be supported in the move by both St Barnabas and the receiving school to minimise disruption to their education and wellbeing.
Mitigations:	If the proposal is agreed, parents will be asked for their preferred alternative schools and where places are available these will be offered. Where a preferred school cannot be offered, there will be the right of appeal to an independent school appeals panel. Parents will be supported through this process and all pupils will be offered an alternative school place.
Age: Older People	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Disability	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	A number of pupils have special educational needs and will need to find a suitable alternative placement. There are no registered disabled pupils at the school. Accessibility is an issue as the school has numerous level changes. Some alternative schools are newer buildings or have been more recently remodelled and are more accessible.
Mitigations:	Where the pupil has an Education and Health Care Plan, this will be reviewed, and an alternative school place named that can provide the required support. Where there are additional needs but no EHCP, pupils will be supported through the transition to their new school.
Sex	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Sexual orientation	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Potential impacts:	
Mitigations:	
Pregnancy / Maternity	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Gender reassignment	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Race	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	The school has pupils from a diverse range of ethnicities, reflecting their location close to the city centre. Other schools in the surrounding area also reflect this diversity.
Mitigations:	
Religion or Belief	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	St Barnabas is a voluntary controlled Church of England school. Admissions are not based on faith criteria and the school's intake reflects the diversity of religious beliefs of the surrounding community.
Mitigations:	There are other Church of England schools in the surrounding area and there are sufficient places for those parents seeking a C of E school.
Marriage & civil partnership	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
OTHER RELEVANT CHARACTERISTICS	
Socio-Economic (deprivation)	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	As above a high proportion of pupils are eligible or in receipt of free school meals and the catchment area includes areas of the city with pockets of deprivation
Mitigations:	As above - other schools in the surrounding area also likely to reflect this demographic, and we do not anticipate any reduction in quality of life etc.
Carers	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Other groups [Please add additional rows below to detail the impact for any other relevant groups as appropriate e.g. asylum seekers and refugees; care experienced; homelessness; armed forces personnel and veterans]	
Potential impacts:	
Mitigations:	

3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our [Public Sector Equality Duty](#) to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

All pupils will benefit by attending educational settings which are more financially viable and will provide long-term security. The proposal will help to secure the future of primary education for all children in this part of the city for the longer term. Receiving schools will work with St Barnabas to ensure as smooth a transition as possible for each pupil, particularly those with additional needs.

Step 4: Impact

4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

Summary of significant negative impacts and how they can be mitigated or justified:
The school closure process will cause unavoidable disruption to the individual pupils and their parents and carers. This will be mitigated by actively supporting parents through the process of changing schools and St. Barnabas and the receiving schools will support the individual children.
Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:
The assessment has been used to inform the need to ensure as smooth a transition as possible for pupils displaced if the closure is approved.

4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

Improvement / action required	Responsible Officer	Timescale
St Barnabas will work with schools receiving pupils to ensure individual pupils' current attainment and needs are taken into account.	St. Barnabas	September 2023
Officers will assist parents in the process of apply for a new school.	Place Planning Manager	Immediately after decision

4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

The proposals will help to ensure all pupils in the area receive a suitable education and that the future of the school they are attending is more secure. Officers will monitor and regularly report on the data relating to the number of pupils who have successfully secured a new school.
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Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director¹.

Equality and Inclusion Team Review: <i>Reviewed by Equality and Inclusion Team</i>	Director Sign-Off: Richard Hanks, Interim Director Education & Skills
Date: 26/1/2023	Date: 26/01/2023

¹ Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.